

Name _____

Date _____

Unit 4: Multiplication and Division

Study Guide

Dear Parents,

Listed below are the **Part A** skills that the students will be responsible for in Unit 4. Students are expected to demonstrate understanding of the **Part A** skills and these are the basis of the unit assessment grade. **As always, basic fact review is important.**

*The following will help you to prepare for your unit assessment.

*As you work through this study guide, please write any questions down that you have and we will go over them the week of the test.

Outcome	Example	Resources/Opportunities for Practice									
Identify and apply the concept of inverse operations to multiplication and division.	$3 \times 6 = \underline{\quad}$ $6 \times 3 = \underline{\quad}$ $\underline{\quad} \div 3 = 6$ $\underline{\quad} \div 6 = 3$	Journal p. 90(2), 94(4), 97(2), 100(4) SRB p. 54-55									
Identify the place value of a digit in a whole number.	Write the number that is 100 less than 543 <u> </u> 100 more than 706 <u> </u> 1,000 less than 3,290 <u> </u> 1,000 more than 1,435 <u> </u>	Journal p. 83(6), 85(6), 87(6), 94(5), 100(5), 101(1,6) SRB p. 18-21									
Represent relationships using appropriate relational symbols (<, >, =) and operational symbols (+, -, ×, ÷ with no remainders) on either side.	Fill in the blanks. Use <, >, or =. $3 \times 5 \underline{\quad} 5 \times 3$ $6 \times 1 \underline{\quad} 0 \times 6$ $2 \times 3 \underline{\quad} 3 \times 2$ $4 \times 3 \underline{\quad} 5 \times 4$	Journal p. 90(1), 97(1) SRB p. 13									
Estimate and determine the area of geometric figures and pictures on a grid.	Find the area of rectangles on a grid.	Journal p. 80(1), 85(1), 89(5), 91(5) SRB p. 154-156									
Complete a function table with a one operation (+, -, ×, ÷ with no remainders) rule.	Rule: $\times 3$ <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 50px;">In</th> <th style="width: 50px;">Out</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td style="text-align: center;">6</td> <td></td> </tr> </tbody> </table>	In	Out	4		2		6		Journal p. 83(5), 87(5), 90(3,6), 97(3,6) SRB p. 202-204	
In	Out										
4											
2											
6											
Compare, order, and describe whole numbers with or without using relational symbols (<, >, =).	Fill in the missing numbers. <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px; text-align: center;">450</td> </tr> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> </tr> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> </tr> </tbody> </table>			450							Journal p. 89(4), 91(4) SRB p. 6-9
		450									

Represent multiplication and division basic facts using number sentences, pictures, and drawings.	Use a multiplication/division diagram, counters, arrays, pictures, or whatever you need to solve the problem. Write your answer with a unit.	Journal p. 79, 81, 83(2), 86, 91(3) SRB p. 250-253, 259-260
Demonstrate proficiency with addition, subtraction, multiplication (0-5), and division (1-5) basic facts.	After solving a number story, write the number model.	Journal p. 81, 85(2,5), 86, 89(1), 91(1), 97(4), 100(1) SRB p. 66-67, 73-74, 254-260
Identify and use the commutative, identity, or zero properties of multiplication.	$6 \div 6 = \underline{\quad}$ $6 \times 1 = \underline{\quad}$ $0 \times 6 = \underline{\quad}$ $0 = 0 \times \underline{\quad}$ OR Write $>$, $<$, or $=$ in the blank to compare the expressions. $4 \times 7 \underline{\quad} 7 \times 4$ $0 \times 6 \underline{\quad} 8 \times 1$	http://www.aaamath.com/pro74b-propertiesmult.html http://www.mathleague.com/help/wholenumbers/wholenumbers.htm
Identify and describe whole numbers to 100 as even or odd.	Fred multiplied all the single digit numbers by 2. Which statement below best describes the products? A. The products are all even numbers. B. The products are all odd numbers. C. The products are both even and odd numbers.	SRB p. 38, 198
Apply a variety of concepts, processes, and skills to solve problems.	Solve a problem with several steps. You may solve the problem in any way you choose. Show your work and explain/justify your answer.	Journal p. 9, 86, 87(2) SRB p. 64-67
Demonstrate proficiency with 0 - 5 multiplication basic facts	Students will be given one minute to complete 16 basic 0 - 5 multiplication facts.	Journal p. 89(3), 90(4), 91(1), 97(4), 100(1) SRB p. 52, 56 Games: <ul style="list-style-type: none"> • Array Bingo - SRB p. 273 • Baseball Multiplication - SRB p. 274-275 • Multiplication Bingo - SRB p. 293-294 • Multiplication Top-It - SRB p. 297-298

<p>Represent and analyze numeric patterns using skip counting by 2, 5, 10, or 100 starting with any whole number to 1,000.</p>	<p>Skip count backwards by 2s, 5s, and 10s starting with any whole number to 1,000.</p>	<p>Journal p. 90(2), 94(4), 97(2), 100(4) SRB p. 54-55</p>
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